

# QUALITY FACULTY PLAN

IOWA WESTERN COMMUNITY  
COLLEGE



**July 2021**

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**Preface**

In 2002 the Iowa General Assembly revised the state code regarding community college instructor licensure. Sec. 5. Section 260C.36, Code 2001, was amended to eliminate teacher licensure of community college faculty. House File 2394 requires community colleges to develop, approve and implement a quality faculty plan and provide for related matters and effective dates.

**Quality Faculty Plan Committee Members**

In accordance with this House File 2394, Iowa Western Community College administration established a committee consisting of administrators and instructors with equal representation of the Arts and Sciences faculty and the Career and Technical faculty and with no more than a simple majority of members of the same gender. Members comprising the Iowa Western Community College Quality Faculty Plan Committee will contain two administrators and four faculty members. Administrative members are appointed by the college administration, and faculty members are appointed by the Iowa Western Community College Higher Education Association.

The following members comprise the 2021-2022 Iowa Western Community College Quality Faculty Plan Committee:

**Administrators**

Jenny Kruger, Dean of Communication & Fine Arts  
Matt Mancuso, Dean of Distance Education, and Industrial Technology

**Faculty**

Kitti John, Sociology Instructor  
Arts and Science  
Jason Testin, Assistant Professor of Physical Science  
Arts and Science  
Gene Cammarota, Culinary Arts Instructor  
Career and Technical Education  
Shayla Leinen, Nursing Instructor  
Career and Technical Education

**Statement of Purpose**

The primary purpose of the Quality Faculty Plan is to foster teaching excellence among the faculty. In alignment with the college's mission, beliefs, strategic plan, and initiatives, the Quality Faculty Plan serves as a framework for faculty professional growth and continuous improvement.

**Mission Statement**

Iowa Western Community College is a learning community committed to excellence in meeting educational needs and improving the quality of life through programs, partnerships, and community involvement.

## **Beliefs**

- Faculty, students, staff, and community partners are equal stakeholders in the culture of our learning community.
- Community support depends upon identifying and meeting the diverse and changing needs of the people in Southwest Iowa.
- Each and every individual has dignity and worth.
- Each person deserves opportunities for lifelong learning and growth.
- Open, honest communication, through word and action, builds credibility and trust.
- Striving for excellence defines the effort of the entire college community.
- Cooperative partnerships foster college and community growth.

## **Quality Faculty Plan Goals**

Ensure that the:

1. College hires faculty who are experts in the disciplines and content in which they teach, and who will promote student attainment of course and program learning outcomes.
2. Administration supports the professional growth of faculty throughout their employment with Iowa Western Community College.
3. Faculty continuously strive to enhance and expand their content knowledge in the discipline in which they teach.
4. Faculty work to master competence as educators.
5. Quality Faculty Plan provides a framework and documentation for faculty to engage in professional development as they outline in an Individual Quality Plan.
6. College offers professional development opportunities that are both general and specific to individual needs.

## **Quality Faculty Plan Overview**

The Quality Faculty Plan Committee recognizes that Iowa Western Community College faculty members are life-long learners constantly striving to improve their performance and professional knowledge. Newly hired instructors, as well as experienced faculty, encompass a continuum of teaching and professional abilities and expertise.

## **Hiring Faculty**

The Quality Faculty Plan is predicated upon the principle that hiring practices shall be in compliance with Iowa Section 260C.48. Instructors employed by the community college shall at a minimum meet the following requirements. New faculty are not offered employment until these critical criteria are assessed by the academic dean and considered met with formal evidence.

- a. Instructors in the subject area of career and technical education shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification, or licensure, and shall hold the appropriate registration, certificate, or license for the occupational area in which the instructor is teaching, and shall meet either of the following qualifications:

- 1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching classes.
  - 2) Special training and at least six thousand hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.
- b. Instructors in the subject area of arts and sciences shall meet one of the following qualifications:
- 1) Possess a master's degree in the discipline or subfield from a regionally accredited graduate school in which the instructor is teaching classes.
  - 2) Possess a master's degree from a regionally accredited graduate school and have successfully completed 18 credit hours of graduate-level courses in the discipline or subfield of instruction in which the instructor is teaching classes.
  - 3) Have two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which post-baccalaureate recognition or professional licensure is necessary for practice, including but not limited to the fields or areas of accounting, engineering, law, law enforcement, and medicine.
  - 4) Possess a baccalaureate degree in the discipline or subfield from a regionally accredited school in which the instructor is teaching classes and meets the HLC's guidelines pertaining to 'tested experience'.

Full-time developmental education instructors must meet the minimum standards stated above. The hiring of all faculty shall be in compliance with the accreditation standards of The Higher Learning Commission. Faculty standards required for specific programs of study accredited by other accrediting bodies shall be followed.

#### **Full-Time Faculty Orientation**

The Division of Academic Affairs at Iowa Western Community College shall provide orientation, to be referred to as Reiver Week, and a mentoring program for new full-time faculty. The Reiver Week program covers the following topics:

- Overview of the community college and its mission
- Organizational structure and culture of Iowa Western Community College
- Honor code
- Curriculum development
- Engagement of student learning
- Teaching methods, styles, and strategies
- Classroom management
- Syllabus development

- Lesson planning
- Assessment of student learning
- Assessment construction and grading
- Classroom climate and learning distractions
- Academic policies and procedures
- Academic advising
- Technology resources
- A.D.A. guidelines and special populations
- Diversity
- FERPA and other state/federal regulatory policies
- Standard response protocol
- SafeSpace program

The mentor program pairs each newly hired faculty member with an experienced faculty mentor. The role of the mentor is to assist the new faculty member with college and departmental policies and procedures and to help guide the faculty's development as a professional instructor throughout the first year.

The year-long mentor program is offered formally each fall includes:

- The selection process for professional faculty to become mentors
  - Chair of the Quality Faculty Planning Committee formally invites all full-time faculty prior to the end of the spring term to serve as mentors the following year.
  - Experienced faculty members may self-identify to serve as mentors. The Academic Deans are responsible for encouraging such participation.
  - Participation in the mentor program as a mentor is voluntary.
- Training in the role of mentoring
  - A training experience is conducted annually to provide specific information and build skills for professional faculty who are interested in serving as mentors.
  - An academic dean-facilitated meet and greet social session with mentees to facilitate scheduling the mentor/mentee first private meeting
- Assigning of mentors to new faculty
  - ⊖ The mentoring relationship is reviewed upon request by either faculty member.
  - The mentor/mentee assignment is carefully made by the academic deans following-Reiver Week.
  - Should the number of mentor volunteers exceed the number of new faculty, the chair of the Quality Faculty Planning Committee shall notify those not selected as a mentor, encouraging them to volunteer again.

- Mentor activity plan
  - The goal of the mentor program is to help the newly hired faculty to develop and enhance:
    - **Competence**- in the following general areas:
      1. Instructional planning/curriculum,
      2. Methods of instruction/learning theory,
      3. Classroom management,
      4. Testing/assessment
    - **Self-confidence**- in one's ability to make good decisions, to be responsible, and to be in control of their teaching,
    - **Self-direction**-in the assurance and ability to take charge of one's personal, professional, and career development,
    - **Professionalism**- in understanding and assuming the responsibilities and ethics of the teaching profession.
  - To achieve this goal, the mentor performs a variety of functions including:
    - Informal contact with the newly hired faculty
    - Role modeling
    - Direct assistance
    - Classroom observation and feedback
    - Assistance with the development of the individual faculty development plan
    - Attendance at individual mentor program meetings
    - Attendance at mentor/mentee meetings as needed

### **Orientation for New Adjunct and Concurrent Enrollment Faculty**

Each new adjunct faculty employed at Iowa Western Community College is given an orientation to the college. The orientation is conducted by a member of the department the adjunct faculty are employed to teach under, the division secretary, and the division dean. The orientation is designed to give the adjunct faculty member exposure to the various departments of the college as well as to the specifics of the department in which they are employed. See Appendix A and B for the checklists used by Iowa Western Community College. Departments modify the checklist when appropriate to meet departmental needs. See Appendix A for the New Adjunct Faculty Orientation Checklist. See Appendix B for New Concurrent Enrollment Faculty Orientation Checklist.

### **Adjunct and Concurrent Enrollment Faculty Feedback Process**

The adjunct faculty feedback process is intended to:

1. Provide an opportunity for academic deans or their representatives to learn about what is happening in the classes taught by adjunct faculty.
2. Offer constructive feedback to assist adjunct faculty in developing as instructors.

The overall goal of the feedback process is to increase student learning and retention.

All part-time faculty receive formal feedback from the academic dean or representative. Seasoned faculty are considered those who have successfully taught for the college for more than three years.

All part-time faculty receive formal feedback within the first three terms taught. Seasoned adjunct faculty receive feedback a minimum of once every three years they teach for the college.

The formal feedback is shared with the instructor through e-mail, in person, or hard copy. The form is signed by the faculty member, and a copy of the document is stored in the personnel file. See Appendix C for an example of an Adjunct Faculty Feedback Form. See Appendix D for an example of the High School Concurrent Enrollment Site Visit Report.

Other feedback standards and processes may apply for clinical adjunct faculty and other classifications of part-time faculty.

#### **Full-Time Faculty Ongoing Professional Development**

All faculty are expected to continue to demonstrate professional growth and competence. The Individual Development Plan is a personal goal-setting tool that allows full-time individual faculty members to develop goals in the following areas: Instructional Planning and Curriculum Development, Learning and Teaching, Testing and Assessment, Technical Skills, and Campus Citizenship. The Individual Development Plan should be comprised of both short-term and long-term goals.

Once developed, the plan is submitted to the Dean of the Academic Division. Updated plans are due each academic year by May 15<sup>th</sup>. The Dean reviews the plan and signs off on it. The Dean then forwards the plan to the Vice President of Academic Affairs. The Vice President of Academic Affairs office maintains the individual faculty development files.

The Individual Faculty Development Plan document guides the planning and development of the individual faculty development plan, which is included in Appendix E.

Professional development may include but is not limited to activities within the following general content areas:

- Development of instructional materials
- Curriculum design
- Student learning styles
- Teaching methodologies
- New technology
- Classroom environment and management
- Assessment strategies
- Continued professional development in one's discipline
- Formative and summative learning assessments



Examples of potential activities within each general area include:

- Attend IWCC in-service training, including webinars, face-to-face, and online offerings
- Attend the Academy for Teaching Excellence
- Attend a conference/seminar/workshop in one's subject area
- Present at an in-service/conference/seminar/workshop
- Complete course work in one's field
- Participate in a technical training
- Membership in professional organizations
- Maintain continuing education credits in licensure-based disciplines
- Design or revise a course or program
- Participate in curriculum development
- Review and use of faculty resources posted on the home page
- Active membership on IWCC and community committees
- Observe the instruction of other instructors
- Produce articles, publications, works of art, music, or drama
- Provide interviews as subject matter experts
- Community activities to promote education
- Enhance classroom instruction content and strategies
- Develop service-learning projects
- Travel for educational purposes
- Work experience
- Professional portfolio
- Participate in the IWCC Mentor Program
- Utilization of the Teaching Professor Resource Faculty
- Other activities as specified by the faculty

Commented [TJ1]: How is a webinar different from an online offering?

#### **Adjunct & Concurrent Enrollment Faculty Ongoing Professional Development**

All IWCC faculty are required to participate in a minimum of one approved professional development activity each year. Adjunct and concurrent enrollment faculty are encouraged to attend the Academy for Teaching Excellence offered each fall at Iowa Western. Examples of potential activities include:

- Academy for Teaching Excellence
- Multimodality Training Modules
- Online Teaching Training Modules
- IWCC Discipline Specific Online Course
- Other IWCC Sponsored Session
- Other Non-IWCC Sponsored Activity, such as training, workshop or conference

Adjunct and Concurrent Enrollment faculty are required to fill out an Adjunct and Concurrent Enrollment Faculty Development Form documenting their annual training. Forms are submitted to the Dean of the Academic Division each year by June 30<sup>th</sup>. See Appendix F for an example of the Adjunct and Concurrent Enrollment Faculty Professional Development Form.

### **College-wide Professional Arrangements**

Iowa Western Community College may develop arrangements to offer college-wide and individual professional development programs as appropriate, cost-effective, and beneficial to the faculty and the institution. The potential for this collaboration may be pursued and evaluated in conjunction with the evolving needs of the college.

### **Procedures for Documentation and Plan Monitoring**

Iowa Western Community College's Quality Faculty Plan (QFP) specifies the following data collection procedures to demonstrate how each faculty member has attained and documented progress toward obtaining minimal competencies as decided by the Quality Faculty Plan Committee under Section f. of Sec. 5. Section 260C.36, Code 2001 of the State of Iowa's House File 2394.

The following documentation is included in each faculty member's individual faculty development file and maintained in the Vice President of Academic Affairs office at Iowa Western Community College.

- Minimum Faculty Standards Sheet
- Orientation document
- Individual faculty development plan/ Adjunct and Concurrent Enrollment Faculty Professional Development Form

### **College Professional Development Programs**

The Vice President of Academic Affairs' office, with input from the academic deans, in conjunction with the Cabinet, plans, organizes, and coordinates college-wide faculty development programs.

### **Individual Faculty Development Programs**

Individual attendance at professional development seminars, local or national events, online learning opportunities, or other appropriate developmental opportunities are submitted by the faculty member with appropriate documentation to the Continuing Education Department for recording on the faculty member's individual transcript at the conclusion of the program. Faculty are encouraged to include a comprehensive list of all development activities in the individual self-assessment for performance evaluations.

### **Maintenance of Records**

The Vice President of Academic Affairs at Iowa Western Community College is responsible for the maintenance of individual faculty development records including attainment status of minimum competencies. These records at a minimum incorporate the current Iowa Department of Education's data submission requirements in accordance with the Management Information System (MIS) data files. The Continuing

Education department updates professional development information pertinent to individual faculty records.

### **Evaluation and Monitoring of Plan**

The evaluation and monitoring process for the Iowa Western Community College Quality Faculty Plan is comprised of two main segments:

1. Ongoing Evaluation of Faculty Professional Development Data, and
2. Quality Faculty Plan Monitoring and Modification

### **Ongoing Evaluation of Faculty Professional Development Data**

Evaluation of data generated by the various components of the Quality Faculty Plan is divided into three components. Each component is intended to provide feedback to assist in assessing the strengths and concerns regarding the faculty development program. This comprehensive model evaluates the effectiveness of the orientation and mentoring programs as well as ongoing faculty development initiatives and activities.

The components include:

- A variety of survey(s) of faculty for group/personal needs
- Annual summary report of college-wide faculty development activities.
- Annual individual faculty development activities summary report.

### **Quality Faculty Plan Monitoring and Modification**

A Quality Faculty Plan Committee provides recommendations regarding the effectiveness of The Quality Faculty Plan. The team is responsible for:

1. Clarifying interpretation of the approved Iowa Western Community College Quality Faculty Plan after it is submitted to the Iowa Department of Education.
2. Recommending changes to the Quality Faculty Plan.

### **Selection of Quality Faculty Plan Committee**

The team consists of six members: two administrative members and four full-time faculty members appointed by the Vice President of Academic Affairs of Iowa Western Community College. Team members are appointed for a three-year term. Every effort is made to ensure the team is gender balanced.

A quorum to conduct the business of the team shall constitute a simple majority of the members of the team. In the event a member of the team resigns is unable or is unwilling to continue to serve on the team, that member shall be replaced as soon as possible, using the selection guidelines above.

### **Duties of the Quality Faculty Plan Committee**

This team shall:

- Meet at least annually. Each member of the team will have the right to call additional meetings if events and conditions warrant. All meeting minutes will be posted on the ROC Portal.
- Submit recommendations for modifications/updates to the Quality Faculty Plan Committee Charter to the Instructional Council for approval.

**Compliance with Faculty Accreditation Standards**

Iowa Western Community College's Quality Faculty Plan (QFP) process shall be integrated with the faculty accreditation standards of the Higher Learning Commission and other specific program-required accrediting agencies.

The Vice President of Academic Affairs at Iowa Western Community College shall be responsible for identifying specific faculty accreditation requirements needed to teach within specific programs offered by the college.

The Vice-President of Academic Affairs and the Deans of the Academic Division shall be responsible for evaluating individual faculty credentials applicable to course teaching assignments in conjunction with accreditation requirements.

The Cabinet shall be responsible for ensuring compliance with accreditation reporting requirements for the Iowa Department of Education, the Higher Learning Commission, and pertinent accreditation agencies.

**Equal Opportunity and Non-Discrimination**

It is the policy of Iowa Western Community College to provide equal educational opportunities and not to discriminate on the basis of race, color, creed, religion, national or ethnic origin, ancestry, genetic information, physical or mental disability, age, sex, sexual orientation, gender identity or expression, pregnancy, marital status, veteran status, AIDS/HIV status, citizenship, or medical condition, as those terms are defined under applicable laws, in its educational programs, activities, or employment practices.

Questions or complaints? Contact Title IX and Equal Opportunity Coordinator, Kim Henry, or ADA Coordinator, Samantha Larson, [equity@iwcc.edu](mailto:equity@iwcc.edu), 712-325-3200, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, (312)-730-1560, [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov). More information at <https://www.iwcc.edu/about/statement.asp>.

IOWA WESTERN COMMUNITY COLLEGE

APPENDIX A

NEW ADJUNCT FACULTY ORIENTATION

CHECKLIST



## New Adjunct Faculty Orientation Checklist

Academic Affairs

Employee: \_\_\_\_\_ Title: \_\_\_\_\_ Hire Date: \_\_\_\_\_

Academic Dean		Signature/Date on Completion
<input checked="" type="checkbox"/>	NA	
<input type="checkbox"/>	Mission and beliefs	
<input type="checkbox"/>	Organizational charts	
<input type="checkbox"/>	Copy of job description	
<input type="checkbox"/>	Overview of assignments (Academic Load)	
<input type="checkbox"/>	Academy for Teaching Excellence	
<input type="checkbox"/>	Absences- Faculty and Student	
<input type="checkbox"/>	Reiver Alert	
<input type="checkbox"/>	Standard response protocol- SPR video	
<input type="checkbox"/>	Introductions to department staff	
<input type="checkbox"/>	ROC Requirements: Syllabus Grade Book Attendance Student intervention Online activity	
<input type="checkbox"/>	ROC essentials: ROC On-boarding Parking permit Adjunct faculty handbook Roster verification Progress reports Student development hours	
<input type="checkbox"/>	Assessment of course objectives	
<input type="checkbox"/>	Student course surveys	
<input type="checkbox"/>	Adjunct faculty feedback	

Dean's Secretary		Signature on Completion
<input checked="" type="checkbox"/>	NA	
<input type="checkbox"/>	Gather human resource paperwork	
<input type="checkbox"/>	Order name tag	
<input type="checkbox"/>	Place employee's name on divisional contact lists	
<input type="checkbox"/>	Post welcome and introduction with name, title, office, and phone number on IWCC News	
<input type="checkbox"/>	Identify adjunct work area – phone number – computer	
<input type="checkbox"/>	ID card and use	
<input type="checkbox"/>	Department supplies/ printing/purchases	
<input type="checkbox"/>	Copy code and mailing code	
<input type="checkbox"/>	Provide campus map	
<input type="checkbox"/>	Course materials/textbooks	
<input type="checkbox"/>	Audio Visual/Computer Cart Requests	
<input type="checkbox"/>	Computer Software Purchase Program	

Comments/Suggestions:

**What other items should we include in the orientation for new employees?**

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*I have completed the new employee orientation and have received information on all the items on this worksheet.*

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

IOWA WESTERN COMMUNITY COLLEGE

APPENDIX B

NEW CONCURRENT ENROLLMENT FACULTY  
ORIENTATION CHECKLIST





**NEW Concurrent Enrollment Faculty Orientation Checklist**

High School Instructor: \_\_\_\_\_ High School: \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_

IWCC Representative / Faculty Liaison: \_\_\_\_\_

**Provide and/or Discuss:**

- Course syllabus review
- Approved textbook and supplementary materials
- IWCC/Department grading scale
- Course description and learning objectives
- Course assessment materials
- Required course syllabus upload to ROC
- Required final grade upload to ROC
- End of course assessment procedure and process
- End of course evaluation (administered by Director of High School Outreach)
- Site visit schedule (first year and at least once every three thereafter)
- Discipline-specific professional development opportunities and schedule

**Other:**

\_\_\_\_\_  
High School Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
IWCC Representative/Faculty Liaison Signature

\_\_\_\_\_  
Date

IOWA WESTERN COMMUNITY COLLEGE

APPENDIX C

ADJUNCT FACULTY FEEDBACK FORM



IOWA WESTERN

Iowa Western Community College Adjunct Faculty Feedback Form

Instructor \_\_\_\_\_ School \_\_\_\_\_
Course \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

The purpose of the adjunct faculty feedback form is to provide a base for conversation between the Dean/Accreditation Liaison and faculty member regarding his/her teaching. It is meant to serve as the catalyst for improving teaching, with the goal to result in better student learning and retention. This feedback is based on the following areas of observation.

Curriculum, Instruction, and Assessment

- States objectives/expectations
Actively teaches (Facilitation)
Student involvement/success experienced
Teaches to different learning styles
Demonstrates cultural sensitivity
Challenges critical thinking
Assessment/instruction aligned
Documents correctly on day-sheet
Marks all boxes
Reports good/bad feedback
Provides timely student clinic assessment

Class Organization, Student Interaction

- Provides verbal feedback
Shows concern for student learning
Encourages student interaction
Demonstrates respect to students/peers
Responds appropriately to distractions
Fosters a climate of openness
Fosters an organized physical space

Comments:

Official IWCC Signature
Date

Date

Adjunct

Signature

IOWA WESTERN COMMUNITY COLLEGE

APPENDIX D

HIGH SCHOOL CONCURRENT ENROLLMENT  
SITE VISIT REPORT



# High School Concurrent Enrollment Site Visit Report

IOWA WESTERN

Concurrent Enrollment Instructor \_\_\_\_\_

High School \_\_\_\_\_

Concurrent Enrollment Course \_\_\_\_\_

Faculty Liaison \_\_\_\_\_ Academic Dept \_\_\_\_\_

Date of Visit \_\_\_\_\_ Length of Visit \_\_\_\_\_

**Check any that apply to the Faculty Liaison's role for this visit:**

- Observed instructor and students in a class       Discussed progress of the class with students
- Discussed with instructor content specific items       Discussed progress of the class with instructor

**Faculty Liaison Observation:**

- Content of class follows course objectives       Yes       No
- The instructor is using and following an approved course syllabus       Yes       No
- Course content reflects appropriate college-level academic rigor       Yes       No
- Assignments and projects support and enhance the learning objectives       Yes       No
- Classroom assessment provides evidence of student learning       Yes       No

(Any "No" responses should be explained in the comment section, below.)

**Liaison's comments, observations, recommendations (use a separate sheet if needed):**

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\_\_\_\_\_  
IWCC Faculty Liaison Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Concurrent Enrollment Faculty Signature

\_\_\_\_\_  
Date

*This site report is for the sole purpose of maintaining the alignment of College Credit in HS concurrent enrollment courses with those taught at Iowa Western Community College.*

IOWA WESTERN COMMUNITY COLLEGE

APPENDIX E

INDIVIDUAL FACULTY DEVELOPMENT PLAN

### Individual Faculty Development Plan

Faculty Member Name:

Years in this Position:

Division:

#### I: Summary of Past and Continuing Accomplishments

List at least 3 previously proposed goals and offer a status update on each goal. You may find it easiest to copy and paste previous goals, including any ongoing goals.  
(If this is your first year in this position, skip this section.)

Goal	Development Plan Status and Updates
<i>Ex., Use my own insights to enhance my Teaching</i>	<i>Developed and Maintained a Teaching Journal to track my own progress, as well as provide a long-range self-assessment of teaching methods I was successful in journaling at least once a week in Fall 2019/Spring 2020 semesters. This is an ongoing goal.</i>

#### II: Summary of Professional Development Activity

Briefly summarize the professional learning activities you completed during the last year and an overview of the skills gained from each activity.

Professional Learning Activity	Gained Skills or Growth
<i>Ex., Academy for Teaching Excellence, 10/12/2019</i>	<i>New techniques were acquired to help me engage and retain students.</i>
<i>Cengage Training 8/14/2019</i>	<i>Attended training to learn how to integrate Cengage products into my Canvas courses.</i>



**III: Individualized Professional Growth and Development Plan**

List at least 3 new goals and be sure to address any continuing goals from previous development plans. Identify whether your goals are short-term (1 year or less), long-term (more than 1 year) or continuing and provide a clear plan of action as to how you will accomplish these goals in the time frame indicated. Goals can be from any area related to your work life, but here are a few example areas: Instructional Planning, Curriculum Development, Learning and Teaching, Testing and Assessment, Technical Skills, Campus Citizenship, Organizational Design... (To be completed by all faculty)

Goal	Development Plan	Time Frame
<i>Ex., Use my own insights to enhance my Teaching</i>	<i>Develop and Maintain a Teaching Journal to track my own progress, as well as provide a long-range self-assessment of teaching methods</i>	<i>Continuing</i>
<i>Attend a Regional Conference within my field</i>	<i>I aspire to attend a regional academic conference the next year. I have begun researching conference offerings and will try to narrow my search by the end of this month.</i>	<i>Short – want to complete by 10/2020</i>

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
Date

IOWA WESTERN COMMUNITY COLLEGE

APPENDIX F

ADJUNCT AND CONCURRENT ENROLLMENT  
FACULTY PROFESSIONAL DEVELOPMENT FORM



IOWA WESTERN

Iowa Western Community College
Adjunct and Concurrent Enrollment Faculty Professional Development Form

Instructor \_\_\_\_\_ Discipline \_\_\_\_\_
Academic Year \_\_\_\_\_ Date \_\_\_\_\_

All IWCC faculty are required to participate in a minimum of one IWCC approved professional development activity each year. This activity is to be recorded on this form, which serves as evidence of participation in approved activities. Please attach an agenda for activities (such as training, workshop, conference, etc.), if applicable.

Professional Development Activity

- \_\_\_ Academy for Teaching Excellence
\_\_\_ Faculty Onboarding Modules
\_\_\_ Teaching Online Training Modules
\_\_\_ Professional Development Day
\_\_\_ IWCC Discipline Specific Online Course
\_\_\_ Other IWCC Sponsored Session
\_\_\_ Other Non-IWCC Sponsored Activity

Date of Activity \_\_\_\_\_

Description of Professional Development Activity:

Self-Reflection (How has this activity improved and/or changed your teaching performance?):

Official IWCC Signature \_\_\_\_\_ Date \_\_\_\_\_ Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_